

# King Ecgbert School

## Inspection report

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<b>Unique Reference Number</b>	107129
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	309322
<b>Inspection dates</b>	5–6 March 2008
<b>Reporting inspector</b>	Katrina Gueli HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	1280
6th form	269
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Hewson
<b>Headteacher</b>	Mr B Evans
<b>Date of previous school inspection</b>	26 January 2004
<b>School address</b>	Totley Brook Road Sheffield South Yorkshire S17 3QU
<b>Telephone number</b>	0114 2353855
<b>Fax number</b>	0114 2362468

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<b>Age group</b>	11-18
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

## Description of the school

King Egbert School is a large secondary school with a large catchment area in Sheffield. The proportion of students from minority ethnic backgrounds is above average, as is the number whose first language is not English. However, very few of these students are at an early stage of language acquisition. The percentage of students with a statement of special educational needs is above average and the school has a dedicated centre, the Integrated Resource, for students with autistic spectrum disorder. The overall number of students with learning difficulties and/or disabilities, which includes those with a statement of special educational need, is however below average overall. Levels of disadvantage and the number of students eligible for free school meals are in line with national averages. The school is in its fourth period of designation as a specialist technology college and has moved into a new building since the time of the last inspection. The school has a number of quality awards including Sportsmark, Investors in People and the Healthy School Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

King Egbert is a good school with some outstanding elements, particularly in relation to the care, guidance and support students receive. Students make good progress both academically and in their personal development. This is because good leadership and management have ensured that teaching and learning are good and the curriculum is well matched to student needs. The progress of students who attend the Integrated Resource centre is outstanding.

There is a friendly, caring ethos and students really enjoy school life. They respect each other and the high quality facilities, and value the outstanding range of enrichment and extra-curricular activities that are provided. Students feel very safe in school, reporting that bullying is minimal and that any incidents are always dealt with quickly and effectively. Students appreciate the way the school seeks and acts on their views and speak highly of the commitment of staff to ensuring their enjoyment and achievement. As a result many aspects of their personal development are outstanding. However, student attendance is only satisfactory despite much action by the school and the high profile given to the importance of good attendance.

Students achieve well. Standards on entry to the school are broadly average and students make very good progress during Key Stage 3 to reach standards that are well above average by the age of 14. Standards by the time students reach the end of Key Stage 4 are above average. Notably, there is little difference in the number of students gaining five A\* to C grades at GCSE and the number of students gaining five A\* to C grades including English and mathematics. Progress during Key Stage 4 is good overall. Data on students currently in school indicates improved standards and increasing rates of progress, particularly for Pakistani students, who have done less well than their peers in recent years.

There is a high proportion of good teaching across the school, and some that is outstanding. Teachers have very good subject knowledge, use varied and effective teaching and learning strategies, and often enhance learning through the use of modern technologies such as interactive whiteboards. These features ensure that in most lessons learning is brisk and enjoyable, with a good degree of challenge. There is a strong focus on cooperative learning and this is successfully promoting students' skills as independent learners. School leaders have high aspirations and are well aware that, to improve levels of achievement further, the targets that are set need to be even more challenging and the proportion of outstanding teaching needs to increase. The curriculum has been improved and is good. At Key Stage 4 a broad range of both academic and vocational courses is on offer. This includes courses provided through external partners to effectively meet the needs of individual learners. Enrichment through themed days, trips, visitors into school and holding special events such as the celebration of World Book Day, make an outstanding contribution to students' enjoyment, and to their personal and academic development.

The care and support that students receive is outstanding. This is because school based staff, including the learning mentors and the counsellor, work in a very effective, well coordinated way with external partnership agencies. This approach, combined with robust tracking systems, ensures that the needs of all students, including those most at risk of underachievement or disaffection, are quickly identified and extremely well met. Guidance to students is also outstanding, with rigorous and regular tracking of both academic and personal progress, effective review days, and very detailed information to support learners in making choices.

The school is developing well as a technology college. Specialist status has enabled the lead departments to make considerable improvements in teaching and learning, particularly through the application of information and communication technology (ICT). Specialist subjects have also led developments in the use of interactive whiteboards across the whole school.

Leadership and management, including governance, are good. The determination to continually improve outcomes for students is clearly evident and rapid successes in addressing areas identified for improvement demonstrate a good capacity to improve further. Targets set are challenging and leaders at all levels are held accountable for pupil progress. The school is effectively supported and appropriately challenged by the well informed governing body. Child protection arrangements are secure and comply with statutory requirements.

## **Effectiveness of the sixth form**

### **Grade: 2**

The overall effectiveness of the sixth form is good. Standards are above average overall and students make good progress and achieve well in GCE A-level examinations. Students taking mathematics and the vocational courses do particularly well.

Students develop into mature and independent young adults who really appreciate the help they receive from their teachers. Relationships with other students and adults, and attitudes to learning, are outstanding. Students also make an outstanding contribution to the community by organising events and supporting younger pupils with their reading. Leadership skills are developed effectively and students are very well prepared for the future.

Teaching and learning in the sixth form are good overall. The best lessons ensure maximum progress through well paced questioning that involves all students. Students can choose from an extensive range of GCE A-level courses and two vocational options, with other subjects on offer through collaborative arrangements with other local schools. There is a good range of enrichment activities, such as musical productions. Students benefit from good support and guidance, including the specialised advice provided for those applying for courses in higher education. On entering the sixth form students take part in a well organised induction programme that enables them to settle in quickly.

The sixth form is well led and managed. The committed team of senior and middle leaders is responding appropriately to the thorough review of sixth form provision that has recently been undertaken.

## **What the school should do to improve further**

- Improve attendance.
- Increase the proportion of outstanding teaching so that all students reach consistently high standards and make outstanding progress.

## **Achievement and standards**

### **Grade: 2**

#### **Grade for sixth form: 2**

By the end of Year 9, students attain standards that are well above average in English and science, and exceptionally high standards in mathematics; reflecting very good achievement overall. Students for whom English is an additional language made less than expected progress

in 2006 and 2007. However, the school's most recent information indicates that progress by this group of students is improving as a result of well targeted support.

Students generally continue to make good progress during Key Stage 4 and achieve well, reaching above average standards by the end of Year 11. The proportion of students gaining five A\* to C grades at GCSE including English and mathematics has varied in recent years, but in 2007 was well above the national average. The number of students gaining five passes at A\* to C grades in GCSE or equivalent qualifications was also significantly above average.

Students with learning disabilities and/or difficulties make good progress across all years because of the specialist support they receive. Those who attend the Integrated Resource centre make outstanding progress because the provision is excellent.

## **Personal development and well-being**

**Grade: 2**

**Grade for sixth form: 2**

Personal development and well-being are good, with some outstanding features. Assemblies, themed days and special events that reflect all the faiths represented in the school make a strong contribution to students' good spiritual, moral, social and cultural development. Relationships between pupils of all backgrounds are also good, and there is a positive attitude to work and progress.

Behaviour is outstanding. There is a calm, orderly atmosphere throughout the school, both inside and out-of-doors. In almost all lessons students are attentive and engaged. A very small minority of parents raised concerns about behaviour, but inspectors found no evidence to support this view. Attendance is satisfactory. It is currently around the national average and, therefore, showing improvement over previous years. Unauthorised absence is also gradually reducing, owing to the school's promotion of good attendance through their rewards system.

Students feel safe and demonstrate a good awareness of healthy eating and lifestyle choices. They report that the school council works well and is effective in communicating their views. A good example of this is the regular involvement of the head girl and head boy in conveying pupils' views to meetings of the governing body. An effective additional student forum has also been established for students from minority ethnic backgrounds to address and put forward issues which relate more specifically to them. Students have a very good range of opportunities to contribute to the life of the school and the wider community. For example as buddies and peer mentors to help those in transition from primary school. Sixth form students, in particular, are active in paired reading, supporting the basic skill development of younger students. Students have an excellent foundation for their future education, training or employment because of their personal qualities, good attainment and well developed work related skills.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

**Grade for sixth form: 2**

Students make good progress in most of their lessons because a large proportion of the teaching is good and some is outstanding. Most teachers have high expectations and the vast majority

of students respond well to the challenges set for them and are very enthusiastic about their work.

Typically, lessons are well planned and teaching is lively and interactive. Relationships are excellent. Students say they feel valued, and that they appreciate the ways in which teachers keep them informed about the progress that they are making. Whole school strategies to encourage students to learn more independently and to support each other in gathering and understanding information are having a positive impact in many lessons. In these lessons students take increasing responsibility for making judgments about the quality of their work and assessing each other's progress. They readily discuss their work to develop a deeper awareness and to increase their confidence in speaking and listening. Teachers help to make learning interesting by matching activities to students' abilities, often through effective use of modern technologies.

In the very best lessons, teachers prompt students to think for themselves by using very skilful questioning. However, not all lessons yet challenge and extend students sufficiently to use their initiative and to reflect critically. In these satisfactory lessons teachers spend too much time presenting and explaining information, at the expense of engaging students productively in thought-provoking activities.

## **Curriculum and other activities**

**Grade: 2**

**Grade for sixth form: 2**

The curriculum is good with outstanding features. It is broad and balanced and offers a wide range of subjects, especially ICT courses, across the school. Nevertheless, the school recognises that the curriculum in Year 7 needs to be adapted further to better meet the needs of the small number of students whose prior attainment is much lower than that expected for their age. The school's commitment to find courses that will raise the aspirations of all students has led to more vocational options in Years 10 and 11, an alternative curriculum for the most vulnerable students and a range of relevant options for the most disaffected. However, these options could be further refined to include more appropriate qualifications to develop students' literacy and numeracy skills and provide more work-based opportunities. The specialist status subjects have made a good contribution to broadening the curriculum. Provision for physical education within the curriculum is good at Key Stage 3. However, not all students do two hours of physical education each week at Key Stage 4 although many are involved in extra-curricular sporting activity.

A good programme of personal, social, health and careers education, including the citizenship curriculum, contributes effectively to students' good personal development. The curriculum is enriched by a very good range of additional activities to support students' learning. There is also an outstanding programme of extra-curricular activities in languages, sports, arts, technology and academic subjects in which many students participate.

## **Care, guidance and support**

**Grade: 1**

**Grade for sixth form: 2**

The care and support provided to students is outstanding, and is exemplified by the way that the school meets the needs of the most vulnerable students, particularly through its liaison

with outside bodies to cater for these students' sometimes complex individual needs. The role of the learning mentors is pivotal to the effective coordination of this provision. The number of fixed term exclusions, although always low, has also declined further as a result of this exemplary care and support.

A new system of electronically tracking students' progress in relation to the 'Every Child Matters' outcomes is proving very effective in enabling immediate and appropriate intervention to help students get back on track. The system for checking how well students are doing academically is also rigorous and, where needed, strategies to accelerate progress are very effective. Monitoring is regular and students in most years are well aware of their targets. The revised rewards system with prize draws has been well received, and is perceived as very fair, with students of all ages eager to gain credits.

Although the vast majority of pupils who have a first language other than English are not at an early stage of language acquisition, the school actively supports the development of their more advanced writing skills and understanding of more formal language. Students with learning difficulties and/or disabilities are very well supported. Induction from primary to secondary school is excellent, as is advice at key transition points and on progression to further and higher education, training or employment.

## **Leadership and management**

**Grade: 2**

**Grade for sixth form: 2**

Leaders, including governors, and all staff share the vision of ensuring all children achieve well and enjoy their time at the school. Strategies such as coaching and a whole school focus on cooperative learning have been developed to successfully improve the quality of teaching. In many subjects, rates of student progress are increasing rapidly as a result. Areas for improvement identified at the last inspection have also been tackled successfully, with a marked improvement in results in modern foreign languages and good sixth form guidance provided for all students.

Leaders and governors have a good knowledge of the school's strengths and have taken appropriate action to address areas in need of development. Current tracking information clearly shows that a whole school focus on raising the achievement of Pakistani students is already having a good impact. This is an inclusive school which works hard to remove barriers to students' achievement. Learning mentors and additional staffing in the core subjects are very effective in ensuring those at risk of underachievement get back on track quickly. The extended schools coordinator and partnerships with outside agencies contribute well to improving student outcomes. The vast majority of parents are strongly supportive of the school and praise highly the work of its staff.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well-being?	1	1
The capacity to make any necessary improvements	2	2

### Achievement and standards

How well do learners achieve?	2	2
The standards <sup>1</sup> reached by learners	2	2
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners adopt safe practices	1	
How well learners enjoy their education	1	
The attendance of learners	3	
The behaviour of learners	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	1	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively leaders and managers use challenging targets to raise standards	2	
The effectiveness of the school's self-evaluation	2	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

## **Text from letter to pupils explaining the findings of the inspection**

You may recall that I visited your school recently with a team of inspectors. We enjoyed our time in the school and would like to thank you for sharing your views with us. We found that your school is good and improving, with some outstanding features. The outstanding features include the care, guidance and support that you receive in the main school, the provision offered by the Integrated Resource centre and many elements of your personal development and well-being. For example, your behaviour was excellent and you make an outstanding contribution to your school and wider community including overseas.

You value highly the many enrichment and extra-curricular opportunities that the school provides and these factors, combined with high quality teaching and a good curriculum, ensures that you really enjoy your time at the school and the vast majority of you achieve well.

You value and respect your super school building and know that your views are increasingly driving change, such as the revisions to the reward system.

There are two things that we have suggested the school do to improve further.

- Improve your attendance.
- Increase the number of lessons where teaching and learning are outstanding so all students can reach consistently high standards and make outstanding progress.

I am sure you will respond to the challenge successfully and help King Egbert School to become even better.